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ABSTRACT

The survey reported here was part of a larger project, the Wheatland Library Inter-Agency Collaboration Pilot Project. This Student User Survey summarizes data and recommendations for improved collaboration between the schools and the Wheatland Library. This report presents the findings of the survey along with recommendations. It provides a perspective on the students' perceptions and attitudes towards reading, libraries, and using information. The report begins with an introduction and an overview of the Inter-Agency Collaboration Pilot Project. Next, the methodology of the survey is reported, followed by analyses of the data. These analyses, which make up the major part of the report, are organized in eight categories: participants in survey; library membership; reasons for not having membership; frequency of library visits; reasons for going to the branch or mobile library; collection analysis; other sources accessed for student information; and additional comments. Finally, a summary of the survey and recommendations based on the findings are presented. Data analysis charts and a copy of the survey instrument are appended. (JLB)

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Inter-Agency Collaboration Pilot Project

Student User Survey

with

Saskatoon (East) School Division No. 41

Data Analysis and Recommendations

Compiled
by

Gerald R. Brown
Consultant

May 1993

IR016836

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Introduction

Most decisions are only as good as the information on which they are based. The resources to access this information are provided to individuals in many different ways by numerous agencies. The user's ability to collect, select and analyze the data varies with personal skills and attitudes.

Wheatland Regional Library is one such information provider. It provides a significant service to a large portion of Saskatchewan people. The need for inter-agency collaboration between Wheatland and other data sources is becoming increasingly important. It has become a necessity indicative of our changing times and our global focus on integration rather than isolation.

To this end, an Inter-Agency Collaboration Pilot Project was established in Wheatland for 1992-93. Several agencies have been approached and collaborative activities initiated. Of particular note has been the work with school divisions in the immediate area of Saskatoon.

The Student User Survey reported in this document summarizes data and recommendations for improved collaboration between the schools and Wheatland. At the central point for all aspects of this part of the project has been a concerted focus on the needs of students to develop skills as independent readers, learners and thinkers.

Inter-Agency Collaboration Pilot Project

Wheatland Regional Library

In May 1992, WRL Director, Bruce Cameron, initiated discussion with Gerald Brown to participate in a pilot project to explore the inter-agency collaboration among the information providers within the boundaries of Wheatland. This innovation grew out of discussions held several years previously about liaison work between school and public library programs in Winnipeg where Mr. Brown had been Chief Librarian for the Winnipeg School Division for 27 years until his retirement in June 1992. The possibilities of working on this challenging project became a reality as the following objectives were drafted.

Pilot Project

Inter-Agency Collaboration Among Information Providers
Within the Boundaries of the Wheatland Regional Library

Objectives

1. To initiate discussion among the library personnel of Wheatland Regional Library and other information providers to increase the understanding of the mandate, roles and services now available to their clients.

2. To raise the image of public libraries as information providers in the pilot communities.

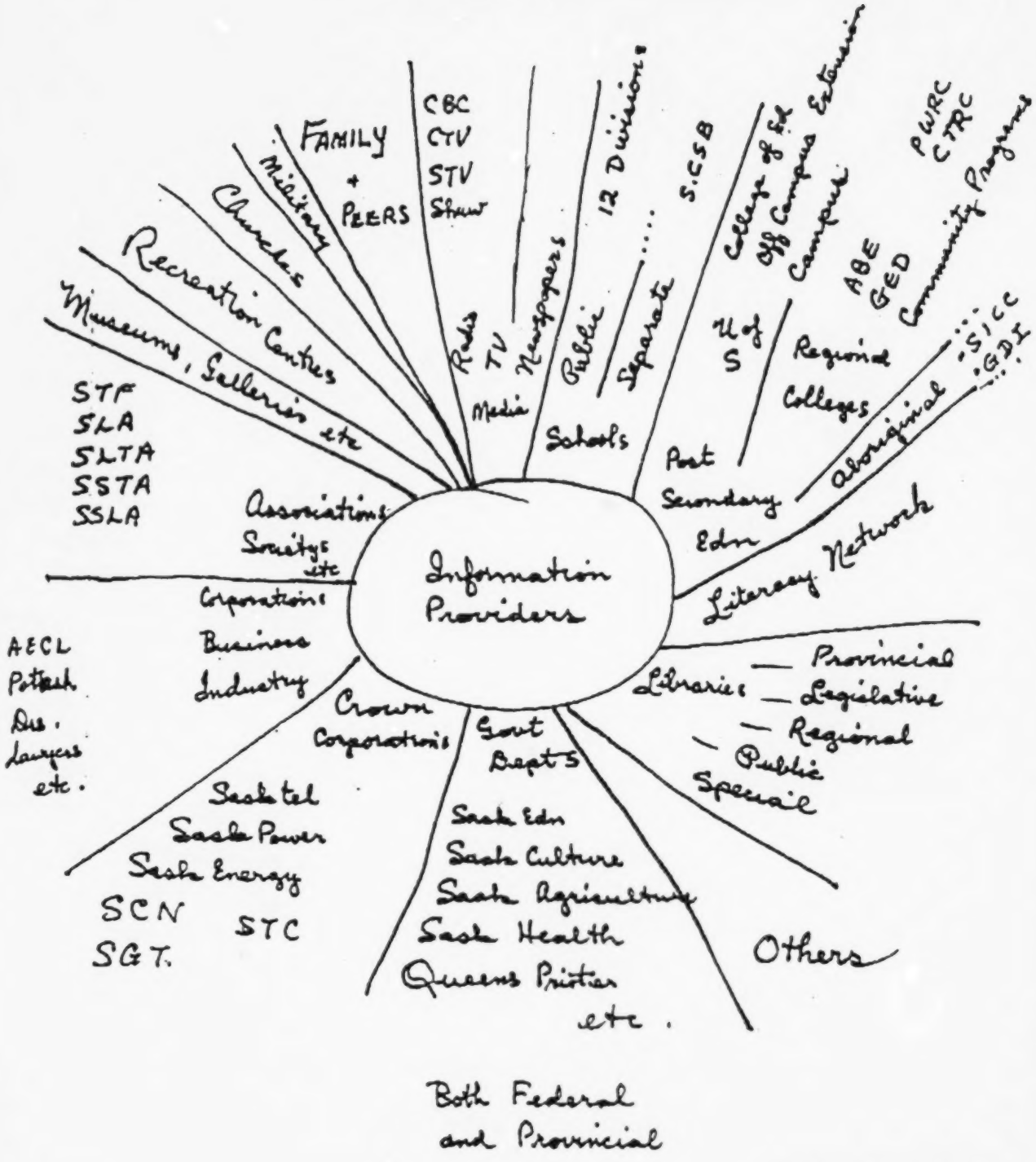
3. To develop mechanisms for sharing services within the existing funding jurisdiction.

4. To participate in joint programs, projects or activities appropriate to the mandate.

The term "information providers" was used to identify the various agencies which are trying to 'get their message' across to the same clients that Wheatland serves. This gives a broader perspective to libraries as information suppliers. In these recessionary times, it is vital for all to use resources more effectively and efficiently.

The following diagram introduces the scope of who some of the information providers are. It becomes obvious that a pilot project of 40 days is not long enough to address even the initial interaction with all these groups.

Inter-Agency Collaboration



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Therefore, the initial contacts have been narrowed down to Sask. Valley S.D. #49, Sask. East S.D. #41, and, more recently, Sask. West S.D. #42. In addition, progress has been made with the University of Saskatchewan, Prairie West Regional College, the Saskatchewan Literacy Network, and the Saskatchewan Teachers' Federation.

The phases in the project were as follows:

I Commitment
- i) Boards, School Administration and/or Program Directors
- ii) School and Branch Personnel

II Awareness
- i) Staff Meetings and Discussions
- ii) Brochure Distribution
- iii) Membership Recruitment
- iv) Librarians' Meetings, including Branch Librarians' Advisory Committee
- v) Reports and Communications

III Survey of Users

IV Feedback of Results - Analysis and Recommendations

V Planning for Project Follow-up

In carrying out these activities, the support of WRL Central Office personnel has been superb. When the 'going got tough', there was always someone available with a positive word of encouragement. Forty (40) days of the project have been used to have meetings and discussions as follows:

No. of Meetings	*Agents Involved*
19	WRL Management Team
10	SVSD #49 Administrative and Consultative Staff
14	SESD #41 Administrative Staff
4	SWSD #42 Administrative Staff
18	Direct Visits to Schools
7	Direct Visits to Branches
39	Reports Written
3	School Staff Meetings
9	U of S Meetings and Workshops
26	Meetings with Other Groups (e.g. S.T.F., Sask. Ed., Regional Directors, BLAC, Sask. Library Week)

The response in all these sites has been positive. In most cases there has been some measurable follow-up. The most noticeable is in the Request Service. As more discussion is undertaken, the image of WRL is raised and enhanced.

In general, the willingness to collaborate is present. It needed to have someone take the initiative to start the activities, to explain who WRL is, and to show how the mandates are inter-related.

As the meetings and consultations progressed, it became apparent that data about student use of the various libraries in the region were not available. Therefore, as part of the Pilot, a survey was drafted with grassroots input. It was field-tested, and then replicated in four other schools.

This report presents the findings of that survey, along with recommendations for growth and change. It provides a perspective on the students' perceptions and attitudes towards reading, libraries and using information. It is hoped that these data may be used by other regional library systems as a type of bench-mark data for comparative purposes.

Methodology of Survey

Survey of Student Use of Branch and Mobile Library Services in Wheatland Regional Library

As the Consultant worked with various groups in Central Offices and in the schools, it became apparent that the "real" clients for the service in School Divisions were the students. They were the persons whose perceptions and attitudes needed to be addressed to see if changes were needed, if so, and of what nature.

To this end, a series of questions were tried orally in both Sask. Valley (#49) and Sask. East (#41) schools. Gradually, the questions were sorted and recorded with help from the staff in Aberdeen Composite School and Hanley Composite School. Some questions were closed and required specific answers, others were open-ended and invited information and opinions.

The first edition of the survey was field-tested in Hanley Composite School on 07 April 1993. In attendance was the surveyor, Gerald Brown, along with the Principal Ken Dodge, Vice Principal Barry Harmon, School Library Assistant Deb Suttee, and WRL Branch Librarian Sonia English.

After consultation with professional colleagues in Toronto and Edmonton, it was determined that a simple controlled random sample technique would be used to choose the candidates. Due to the complexity of the language in the questions, it was decided to select students in Grades 4 through 12. The early years children were consciously eliminated by this process. No effort was made to compensate for this omission.

To control the sample, the classroom registers or attendance lists were selected as the total population base for the school. On the day selected to do the survey (at the discretion of the surveyor, and not announced to the students in advance), every fifth name on each classroom register was chosen (in the Grades 4 through 12 rooms), and the individual was asked to come to the school library for a special project. There is an element of randomness in the fact that students who were absent were not revisited later to complete their forms. The ages in classrooms may also have varied three or more years according to the combination of grades in the room.

While this sampling technique may not be totally scientific, it was believed to be satisfactory for the purposes of the survey. The reliability of the data can always be open to question where attitudes, perceptions and opinions are being elicited from students.

The time for the survey took approximately one class period. Some students finished earlier and left sooner to return to their regular classes. There were no queries for interpretation of the wording of the questions. However, in the final analysis of the data, it should be noted that:

1. The option to move from a "No" answer in question #1, to #2, and then to #10 would have been more logical and time saving.

2. In question #4, the survey should have designated "Branch or Mobile" before the word "Library".

It is recommended that these revisions be included if this survey is used again.

Following the Field Test and discussions with the personnel at Wheatland and at Sask. East, the survey was completed using the same procedures in Aberdeen, Allan, Clavet and Colonsay Schools.

The data were compiled and analyzed by the surveyor/consultant. This report with recommendations is the result of considerable deliberation on the information supplied by the students.

SURVEY OF STUDENT USE OF BRANCH AND BOOK MOBILE SERVICES
IN WHEATLAND REGIONAL LIBRARY

Introduction:

Your name has been chosen randomly from the school classroom registers to help us provide some information about the way you use either the Wheatland Regional BRANCH LIBRARY or BOOKMOBILE LIBRARY in your community.

The information on this survey will also help to make decisions about ways your school library can better help you in your studies.

You do not need to sign your name to this survey. All information is confidential, and will be used for our planning process. It is possible that we will not be able to make any changes in the services at this time, but your input is greatly appreciated. Thanks.

Your Age:_____ Your Grade_____ School_____

1. Do you have a current Wheatland Regional Library card?
..... _____Yes _____No

2. If no, would you tell us why not?

_____

_____

3. How often do you go to the branch library or bookmobile in an average month? ..... _____

4. Do you usually go to the library to:
   4.1 get materials for school project? _____Yes _____No
   4.2 find things for personal reading? _____Yes _____No
   4.3 meet your friends? _____Yes _____No
   4.4 other_____

_____

5. What kinds of books do you find at the Branch or Mobile Library that you like most?

_____ _____

_____ _____

_____ _____

6. What topics have you looked for in the Branch or Mobile Library where you couldn't find material?

_____ _____

_____ _____

_____ _____

(over)

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7. Have you ever asked the Branch Librarian or Book Mobile Clerk to bring a specific book from another library in the system? ..... _____Yes _____No

7.1 Did you receive the book? _____Yes _____No

7.2 When it came, was it the kind of book you thought you had asked for? _____Yes _____No

7.3 Did you receive it soon enough to use it for your project or assignment? _____Yes _____No

7.4 Was the material current enough (recent copyright date) to provide the information you needed? _____Yes _____No

7.5 How many weeks before you needed the book did you put in your request? ....._____

7.6 Do you have any additional comments?_____

_____

_____

8. What kinds of things do you find in the Branch Library that you don't get in the School Library?

_____ _____

_____ _____

_____ _____

9. How can we make your Branch Library a better place? _____

_____

_____

10. Do you have any suggestions that would make your School Library a better place?

_____

_____

11. Where, other than the Branch Library or Book Mobile or the School Library, do you most often get materials for your projects?

_____

_____

12. Do you have any additional comments you would like to share?

_____

_____

_____

Data Analysis

1. Participants in Survey

The participants in the survey ranged in age from 9 to 18 years. The number at each year of age ranged from one to fourteen persons.

2. Membership

Membership cards were held by 129 of the 225 students surveyed, or 57%. Of these respondents, students aged 9 to 14 were the most representative members - 92 of a possible 140 (66%) were members. By comparison, in the age range 15 to 18, only 37 of a possible 83, or 45%, were members.

This is significant information, when one realizes that the more senior students are at a stage when they should be developing research skills and strategies that take them to other information sources and locations outside the school. If they already had a WRL card, one might assume that they would use this opportunity locally, or reciprocally in other cooperating libraries. Maintaining a library borrower's card demonstrates an attitude toward accessing information for personal use.

Comparison Information

School	*Enrolment (Approx.)*	*Surveyed Population*	*With WRL Cards No. (%)*	*Rank*	*Without WRL Cards No. (%)*
Aberdeen	356	49	27 (55%)	3	22 (45%)
Allan	306	40	26 (65%)	2	14 (35%)
Clavet	565	79	38 (48%)	5	41 (52%)
Colonsay	191	23	20 (87%)	1	3 (13%)
Hanley	267	34	18 (53%)	4	16 (47%)
TOTALS	1685	225	129 (57%)		96 (43%)

Recommendations:

1. That the teachers be approached to discuss the kinds of research projects that are being given which would merit the use of resources outside both the home and school.

2. That the school staff be encouraged to provide opportunities for all students to become WRL members.

3. That arrangements be made for all students to go the Branch or Mobile Library in an organized manner, during school hours, to search for materials for their research projects (especially in the senior years).

4. That teachers of students aged 10 to 15 years be encouraged to find ways to introduce their students to the Branch or Mobile Library systematically in the fall term on an annual basis, and that opportunity be presented for non-members to join the WRL system.

5. That a WRL representative - Central Branch and/or Local Branch - attend a school meeting to answer student and teacher questions about obligations for membership and the privileges attached to same.

3. *Reasons For Not Having a Membership*

With respect to the reasons given for not having a WRL card, one notes a distaste for reading and that there is no need for one to use the library are quite strongly expressed. There are major global issues that can only be addressed on a personal basis with an active library program and positive mentors.

The aspect of access can be addressed through a re-examination of the hours of service, and school flexibility of movement rules. Both of these are major issues that need serious consideration and much discussion.

Aberdeen Composite School
Question 2 - Reasons for not having a Wheatland Regional Library Card

1. Because I don't like to read.
4. Because my dad does not want to pay for the card.
5. Because my mom said I can't because my sister lost a book so she can't go anymore, so she won't let me.
11. I don't go.
12. I had one but I lost it.
13. My mom lost it a month ago.
19. Because I always forget to go and get one.
22. Because someone has the same name as me and I always get their overdue notices and payments. I asked them to do something about it, but they never did.
25. The library would not let me get one because I had a library card from a different town and a different library.
26. I had one but it was lost in grade 2.
30. Don't have the money or the time to go.
31. Because I don't know how to get one.
32. I lost my first one and never had the time to get another.
37. Don't use it.
38. I don't need one or want one.
39. I have many books at home which I enjoy reading.
    I feel that Wheatland has nothing for me.
44. Because I don't have time to get a card, and if I did I probably would not use it.
45. The school library is all I need, or the Saskatoon Library.

46. Because I have no reason to use it. I have the school library.
47. I don't know if it is current.
48. I have no reason to use the book mobile. All the books I need are in the school library.
49. I have no reason to read any of those books. They are for young people.

Allan Composite School
Comments for questions 2 and 4.4 combined

3. I never go there.
11. Because I live on a farm, and I usually buy my own books.
19. Because I don't know how to get one.
21. Because I never get books there.
22. I haven't renewed it.
23. I don't read often.
24. I go with my little brother so he can get books.
26. I don't feel I need one.
27. I used to have one but I don't anymore, because I don't like the books they have there.
31. I don't read because I have no time.
34. For the times I go, I use my friend's.
36. Had one but it expired, and I don't ever go so I didn't renew it.
37. Because I haven't been to the library here since I moved to Allan. I had one in my old town where I used to live.
38. Haven't had time to renew it.
40. Because I don't read very much and if I do it is usually current Rock magazines.

Clavet Composite School
Question 2 - Reasons for not having a Wheatland Regional Library Card

6. My mom will not let me get one (but I want one).
7. We never use the public library.
8. I do not because I do not live in town.
12. Because we don't go there very much.
13. I don't know.
14. I haven't sent in my sheet that allows me to get one.
15. Mom won't let me.
16. I do not know.
17. I have a card for a different library. I do not want one.
23. I use Saskatoon Public Library.
28. I never have time to go to the library.
32. I don't like reading.
33. I don't have time to go to the truck.
34. I don't like reading.
35. I don't have time to go, or I miss it.
36. I don't want one.
37. I used to have one but it is snapped in half.
40. I don't have one because I've never heard of it.
44. We live in Shields Townsite and you won't give us one.
45. I haven't gotten around to getting one.

46. I don't know what regional library is.
50. I knew about this before, and didn't want one.
51. I never knew about this before.
52. I haven't had a chance to get one.
54. It's always in Clavet when I'm in school and can't go to it.
55. I don't know.
56. I never use the library.
57. I've never heard of it before.
59. I hate libraries.
60. When I was in grade 6, I signed up and never got one. I paid for it too.
62. Never had one.
63. No interest in using other references or getting other books than what I have at my school library or at the Saskatoon Public Libraries.
65. I usually don't go to the library unless it is for a school project or assignment.
66. I lost my card.
71. I lost my card when I was young. I am too embarrassed to get a new one.
72. The Clavet School Library provides me with enough information to write reports, essays, etc.
73. Lost my card.
75. I see no point in getting one. I feel it is a hassle, and I can't see why only people living in the country have to get one. It's stupid and in a way discriminating to us people in the country. And when you turn 18, you no longer need one anyway.
76. Do not need one.
77. I'd probably never use it.
78. I have no use for one.

Colonsay Composite School

8. Learning beyond Grade 6 level.
22. Because I'm too lazy to. I would like to go but never get around to it.

Hanley Composite School
Question 2 - Reasons for not having a Wheatland Regional Library Card

Age 11. Because I have not had time to get one.
Age 12. Because you charged us for a book we returned on time.
Age 12. Because I don't like to read.
Age 13. I don't read very often.
Age 14. Because I don't read a lot of books.
Age 15. I don't have one because I am able to get all the information I need from my school library and at home.
Age 15. I have no need for one due to access to school library.
Age 15. Because I never need one.
Age 15. Never been to Wheatland Regional Library.
Age 16. Because I don't use one enough.
Age 16. Two other family members have one (each).
Age 16. I never renewed my card.
Age 17. Because the library in town is never opened at the times we are in town.

Age 17. I lost it when I was in Grade 4.
Age 17. I've never had one.
Age 18. Because I'm not interested.

Recommendations:

6. That the Director of Education and Principal give consideration to evaluating the perceived reluctance to reading and use of libraries by the senior students to determine if skills in reading may be a root cause, or if there are other critical factors.

7. That the Director of Education and Principal give consideration to initiating a project with the Literacy Coordinator from Prairie West Community College to gain access to PALS (Principles of the Alphabet Literacy System) from IBM, available from the Warman office, for use with students with learning deficits, or with a similar program of equal quality and flexibility.

8. That WRL staff address the issue of providing member registration information to all schools in the Division every fall.

9. That programs such as Read Canada, Sask. Literacy Network and the school's remedial programs be used to encourage both children and adults to become life-long readers.

4. *Frequency of Library Visits*

Question 3 - How often do you go to the Branch Library or Book Mobile in an average month?

There was a wide range of responses to this question - from 0 to 12 times per month. These variations also included responses from individuals who indicated that they did not have a card.

The frequency of visits is most consistent in students under age 15, although two (2) 18 year olds indicate two times and five times as their average usage.

It would appear that efforts must be provided to induce the students to come to the premises in order to experience the service and materials available. While voluntary visits would be preferred and would likely have longer term effects, scheduled visits could have some introductory benefits.

Tables in the appendix document these observations.

5. *Reasons For Going to the Branch or Mobile Library*

It comes as little surprise that most responding card members - 126 of 129, or 97.6% indicated that they came to the library to get materials for school projects. This was further confirmed in the comments noted below.

In the case of personal reading, 106 of 129 respondents, or 82%, replied affirmatively.

Meeting friends is not a very important reason for most respondents (ages 9 to 18) to go to their Branch or Mobile Library. Only 22 of 129, or 17%, were affirmative replies.

Question 4 - Other Reasons for Going to the Library

12. To do projects.
13. To find knowledge.
18. If you need to learn about something, you could just go to the library.
20. To warm up (sometimes) in the wintertime.
23. To read the daily paper.
25. I go to the library for a place to hang out.
26. Just to have a peaceful place to read.
29. So you can read to yourself.
30. To hang around.
45. Go to the library just to work on my homework.
46. Work on an essay or homework.

Tables in the appendix support these observations.

Recommendations:

10. That, when collections are developed for these Branch and Mobile Libraries, attention needs to be given to a discrete balance between personal general reading and school assignments.

11. That, when teachers are willing and able to provide project or assignment outlines in advance, or when they are willing to meet with the Branch Librarian to plan the projects cooperatively, every effort should be made to provide thematic display collections to support the preplanning process.

12. That, where there is both a School Librarian and a Branch Librarian in the same community, efforts be made to develop close working liaisons in the exchange of information about forthcoming programs, sharing of assignment and planned project notes, and putting in place a system for handling Special Book Title Requests from the school to the Branch Library.

6. *Collection Analysis*

6.1 The simple open-ended question asked *"What kinds of books do you find at the Branch or Mobile Library that you like most?"* elicited a wide range of topics from all age groups. The emphasis appears to be mostly on the fiction, comics, magazines, and lighter entertainment genre. Few respondents noted the non-fiction or reference areas as being of most interest.

These data should be of particular interest to the Branch Co-ordinator and the Branch Librarian as new materials are acquired and as blocks are rotated.

The school personnel may be interested to note these areas also, and consider allowing the Branch to emphasize these collections while the school concentrates on more current non-fiction items.

These results are generally congruent with the literature on current teenage interests in school collections.

Aberdeen Composite School
Question 5 - What kinds of books do you find at the Mobile Library that you like most?

Age 10. Sweet Valley High; Sweet Valley Twins; Baby Sitter Club; Sweet Valley Kids; Sleepover Friends; Baby Sisters; Little Sisters; drawing; games; Mad; joke books
Age 11. Sports; comics; adventure; fantasy; action novels; science fiction
Age 12. Time travellers; magazines; mysteries; hockey; baseball; Garfield; Waldo; cars; planes; adventure; 1993 cars
Age 13. Horror; romance; drama; Christopher Pike
Age 14. Thin books about kids or teens with problems; Star Trek books; murder books; Choose Your Own Adventure; How to win at Nintendo Games
Age 15. Research books; hunting; fishing; sports; science fiction; romance; fantasy; fiction; poetry (David Eddings)
Age 16. Sports books; adventure; books about psychology; novels; comics; Stephen King; research; travel; autobiographies
Age 17. Novels; mysteries; Garfield books; Stephen King; Dean R. Koontz; True Stories; romance; young adult books; sports; animals
Age 18. Dirt bike magazine; topics for essays; science fiction; research books

Allan Composite School
Question 5 - What kinds of books do you find at the Branch Library that you like most?

Age 9. Dell Yearling books; Robert Munsch; fiction dirt bike
Age 10. Mysteries; enjoyment; history; myths; animals; sports; Amelia Bedilia; romance
Age 11. Science fiction; fiction; mysteries; novels; fantasy
Age 12. Mysteries; comics; horror; sports; science fiction; Sweet Valley Twins; Taffy Sinclair; teen books

Age 13. True Life books; real life stories; V.C. Lancast novels; Sweet Valley High; romances; thrillers; mysteries
Age 14. Science experiments; science fiction; adventures; mysteries; V.C. Andrews books
Age 15. Encyclopedias; specific information topics; science fiction; mechanical books; cars; Sports Illustrated
Age 16. Horror stories; romance; thrillers; poems; love stories; short stories; mysteries; adventure research magazines; Stephen King; V.C. Andrews
Age 17. Research materials
Age 18. Westerns; project materials; mysteries; history

Clavet Composite School
Question 5 - What kinds of books do you find at the Mobile Library that you like most?

Age 9. Mystery thrillers; Baby Sitter Club; Little Sister; Best Friends; Sweet Valley series; Nancy Drew series; fantasy; realistic fiction; sports; adventure
Age 10. Reference materials; informational books; adventure books; Choose Your Own Adventures; mysteries; detective stories; Baby Sitter Club books
Age 11. Animals; cars and trucks; informational books; movies; romance; trains; biographies; horse books; joke books; mysteries; science fiction
Age 12. Animals; horses; adventure; mysteries
Age 13. Autobiographies; horror; romance; sports; comedy, jokes, comics; murder; science fiction
Age 14. Animals; horror; romance; autobiographies; mystery/thriller; sports
Age 15. Horror; magazines
Age 16. Mysteries; romance
Age 17. Building projects; mysteries; powers of the unknown; romance; non-fiction; psychic powers; Sports Illustrated

Colonsay Composite School
Question 5 - What kinds of books do you find at the Branch Library that you like most?

Age 10. First Kiss; The Knife; Blubber; Socks; comics; Sweet Valley Twins; R.L. Stine; Snoopy; Nancy Drew; Baby Sitter Club; Garfield; joke books; mysteries; hockey; Bobbsey Twins; Hardy boys; Christopher Pike
Age 11. R.L. Stine; Beverly Cleary; comics; mysteries; science; comics; Christopher Pike; Sweet Valley High
Age 12. Sports; comics; adventure; Heroes; kid's sports; fiction; non-fiction; Stephen King; Garfield; Christopher Pike; Fear Street
Age 13. Mysteries; thrillers; magazines; Stephen King; Garfield; novels; romance; love stories
Age 15. Action adventure; suspense; horror; comics; magazines
Age 16. Mysteries; informational books
Age 18. Mysteries; romance; research books; political biographies

Hanley Composite School

Question 5 - What kinds of books do you find at the Branch Library that you like most?

Age 9. Baseball; hockey; football; science books

Age 10. Beverly Cleary; Sweet Valley Kids; any novel; horse books; story books; Garfield; scary novels; mysteries; hockey; trivia; jokes; animals; sports, Judy Blume, Pen Pal books

Age 11. Mysteries; ghost stories; Ceader River Daydreams; hockey; comics; trivia; baseball; Hardy Boys; mysteries; comedy; thrillers; sports; things on Canada

Age 12. Mysteries; romance; Garfield comics; magazines; poem books; Mad (magazine); Genis (?); comics; comedy; Hardy Boys

Age 13. Comic books; Garfield; Mad (magazine); mysteries; comics

Age 14. Science fiction books; animals; Endangered Species; comic books; Garfield; Mad (magazine); Fact; adventure

Age 15. Love stories; comedies; action adventures; science fiction; comic books

Age 16. Novels; romance; fiction; reference books; Robert Cook; Stephen King; Truman Capote

Age 17. Mysteries (Christopher Pike); Judith Krantz; Danielle Steele; Stephen King; Louis L'Amour; reference books; mysteries; romance; personal reading; resource books for certain projects

6.2 When the students were asked to *identify topics where they couldn't find material*, the responses were very limited. In this case, almost all the items were of a non-fiction nature. In light of the nature of the responses to the previous question, it may be that most of the respondents see the role of the Branch Library to meet their fiction and humour needs rather than of factual content.

These are needs to be addressed with some individual discussion interviews for both students and teachers.

Aberdeen Composite School

Question 6 - What topics have you looked for in the Mobile Library where you couldn't find material?

Age 10. Find Waldo; cartoons; Sweet Valley Twins Super Edition
Age 11. Movie novels; Fear Street; cartoons; comics
Age 12. Countries; horror books
Age 13. Stuff on Japan
Age 14. Car magazines; ski-doo magazines; car/truck books; plane books; automotive books
Age 15. Trucks, all kinds; cars, all kinds; farming; Danielle Steele books; fantasy
Age 16. Stephen King; sports books; facts and figures; controversial events; sports psychology; specific psychology topics
Age 17. True stories

Allan Composite School

Question 6 - What topics have you looked for in the Branch Library where you couldn't find material?

Age 9. Owls in the Family; sports books; Sports Illustrated
Age 10. Babysitters; science fiction
Age 11. Sports; Titanic
Age 12. Drawing books; Choose Your Own Adventure
Age 13. Time-Life series; real life stories; Point; Yugoslavia and/or other countries
Age 14. Thrillers; information on certain hockey players; on lands and places: the only thing that is there is the encyclopedias
Age 15. Cults
Age 16. Futuristic books; nuclear radiation; breathalyzer; rocket fuel; rockets; history - wars
Age 17. Chemistry of fireworks; law; legal secretary; occupations; sign language guide; Rock 'n Roll biographies

Clavet Composite School

Question 6 - What topics have you looked for in the Mobile Library where you couldn't find material?

Age 9. Ireland; Matt Christopher books
Age 10. England; prisons
Age 11. Cars and trucks; trains; movies; Ukrainian culture

Age 12. Killer whales; Ukrainian culture
Age 13. Baseball; training dogs; clouds
Age 14. Hypnosis

Colonsay Composite School
Question 6 - What topics have you looked for in the Branch Library where you couldn't find material?

Age __. Never have a problem; can always get help (8).
Age 10. Volcanoes; Delaware and other states
Age 11. Nuclear energy; current events
Age 13. James and the Giant Peach
Age 14. Name of the book, author, or type of story line; science project and social studies project materials
Age 15. Research on dead Presidents
Age 18. Some countries - Japan, Africa, etc. - that I needed for social studies projects; Japanese Gardening; Mein Kamph

Hanley Composite School
Question 6 - What topics have you looked for in the Branch Library where you couldn't find material?

Age 9. Golfing; horse books
Age 10. Social studies
Age 11. Yukon; Boxcar Children books
Age 12. Drugs
Age 16. Crocodiles
Age 17. Recent information; factual books

Note: 5 students indicated that they don't go to the Branch.
4 students indicated that they had no problem finding whatever they needed.

Recommendations:

13. That School Library and Branch Library staff review the student *identified topics where they couldn't find material*, to prioritize them within the scope of their collection development plan.

14. That the school and branch librarians consider these lists to develop displays, exhibits, bibliographies or other promotional materials on these topics during the year as resources are acquired, and in response to student's identified topics of interest.

6.3 In the area of use of the Specific Book Request from the Branch, only 51 students, or 39.5%, indicated that they had used the service. This would indicate that only a small percentage of students with membership cards either know about or choose to use this service.

Of these 51 students, 40 (78%) indicated that they had received the material. Thirty-four of the 40 (85%) items received were what was expected. On the other hand, 27 of 40 (67.5%) said that they had received the item soon enough to use it for their project or assignment. In addition, some students said that they enjoyed the book regardless of the speed of delivery. Most of the students, 34 of 45 (85%), noted that the material was current enough (recent copyright date) to provide the information needed. Most of the clients indicated that they had only asked for the material from one to six weeks in advance of the date needed. In the comments, several students appreciated these items for personal reading.

Question 7 - Have you ever asked the Branch Librarian or Book Mobile Clerk to bring a specific book from another library in the system?

	7. Search	7.1 Receive	7.2 Kind	7.3 Speed	7.4 Copyright
Aberdeen	10	10	7	7	9
Allan	14	11	9	7	9
Clavet	3	2	2	2	2
Colonsay	13	8	8	6	7
Hanley	11	9	8	5	7
TOTAL	51* of 225	40 of 51	34 of 51	27 of 51	34 of 51
Percentage	39.5%	78%	85%	67.5%	85%

* Of a possible 129 reported card holders (and only 51 of 225, or 22.6%, of all the students surveyed).

Aberdeen Composite School - Comments

- I think the book mobile should come every two weeks instead of every three weeks.
- Our mobile should have movies or filmstrips about a country.
- Requesting books is one of the most frequent ways I get books.
- I feel the library should get more fantasy books, popular authors, and more new releases.
- It would have been nice to get the book on time (sooner).
- It takes too long to receive a pre-ordered book.
- I think the book mobile is a good thing to have because over the summer, people like to read books, and that is the only place we can go without going to the city.

Allan Composite School - Comments

18. Books should be here sooner.
25. I don't remember how much in advance I requested the book, but the service was

37. Now that I am older, I am busy reading novels that we must read in school. So I basically only enjoy reading magazines or biographies on heroes which I can usually get at the Branch.

Clavet Composite School - Comments

1. I have a grade 12 reading level, and when I ask for adult mystery books for myself, they send me to the kids' section.

18. I think Wheatland is a good resource to get information, or just books for personal reading.

Colonsay Composite School - Comments

- Usually by the time I receive the book, there is a short period of time left on the borrowing time.
- I would like to know how to look up books that are in another library.
- For some books, I have ordered and received them. As for the Scarlet Letter, I haven't received it yet.

Hanley Composite School - Comments

- I enjoyed the book very much, even though it came later.
- The book I asked for never came. It was for personal reading.
- The majority of the books are old.

Recommendations:

15. That the Specific Book Request service needs to be promoted to both students and teachers in all the schools.

16. That the teachers have an opportunity to experience success using the microfiche at the Branch Library, and from it to submit specific book titles.

17. That students doing research be encouraged to use the microfiche catalogue to request specific titles on a more frequent basis.

18. That all clients be made aware of the lead time needed to obtain materials on inter-branch-library loan.

19. That teachers be encouraged to provide unit outlines to both the School and Branch Librarians six (6) weeks in advance of giving the assignments to the students.

20. That teachers be encouraged to subdivide the assignment into topics appropriate to the student ability level so that a wider range of resources might be accessible.

21. That teachers be made aware of books with cassettes for most age groups.

6.4 Several students provided answers to the question regarding "What kinds of things do you find in the Branch Library that you don't get in the School Library?" These data further confirms the answers to question 5, and should be valued for collection analysis and development by School and Branch Librarians.

The comments from the students follow:

Aberdeen Composite School

Question 8 - What kinds of things do you find in the Mobile Library that you don't get in the School Library?

- Sweet Valley Twins; all of the Sweet Valley High series
- Baby Sister; Little Sister
- more complicated books
- good books
- scary horror books
- books about teens
- new books, better books
- Christopher Pike books
- trucks of all kinds; cars of all kinds
- more selection
- different novels
- adult level books
- comic books: Garfield; Calvin & Hobbes; Heathcliff
- movies
- Mad magazine
- steamy romances
- current books
- funny books for our ages
- Nintendo books
- murder mysteries
- farming books
- more books, more information
- more reference books
- more selection of horror, romance, and drama

Allan Composite School

Question 8 - What kinds of things do you find in the Branch Library that you don't get in the School Library?

- magazines - greater variety
- occupational/career guides
- Stephen King; V.C. Andrews
- really nothing; it's the same
- romance and thriller novels
- I don't look for nothing because neither have the kind of books that I like to read
- movie rentals
- books don't go overdue as fast
- comics; funnies
- microfiche reader
- more recent fiction
- books on cassette
- things about real people
- not as many kids' books; more encyclopedia; more staff; way better selection
- bookmarks
- current information; more information on one topic; wider selection

Clavet Composite School

Question 8 - What kinds of things do you find in the Mobile Library that you don't get in the School Library?

- up-to-date materials (3)
- Sweet Valley Twins; Nancy Drew stories
- riddles and joke books
- better magazine selection (4)
- more interesting books (6)
- more favourite authors
- tapes (4); CD's; records
- recent encyclopedias and other informational tools (3)
- information on specific topics
- borrow resources for a longer period of time
- more selection of non-fiction (6)
- books on law
- comics
- information for reports
- cars, trucks and trains

Colonsay Composite School

Question 8 - What kinds of things do you find in the Branch Library that you don't get in the School Library?

- more informational books
- Garfield; comics; Hagar comics
- you can take out encyclopedias
- sports books
- more Stephen King books that we don't have in the school
- better selection for personal reading
- you get to keep the books out longer
- social studies topics
- romances; entertainment books; westerns
- there are more books in the branch that have more information, e.g. encyclopedias
- pattern magazines
- Bobbsey Twins
- newer books; some classics
- more paperbacks
- romance novels; mystery thrillers; political biographies
- current events
- bookmarks
- more mystery books
- school library books are geared towards younger readers

Hanley Composite School

Question 8 - What kinds of things do you find in the Branch Library that you don't get in the School Library?

- Sweet Valley Kids
- films
- picture files
- encyclopedias
- mysteries
- Mad (comics) (4)
- sex materials
- novels (good ones)
- better stories
- personal service
- books that have been talked about at school
- books from Mary Anderson
- displays
- R.L. Stine
- Christopher Pike
- Garfield (3)
- different amounts of mysteries
- teen suicide
- more information
- other sources for information
- new books
- a different variety of books with different ideas

6.5 When asked *"How can we make your Branch Library a better place?"* (question 9), many ideas were proffered. All merit attention by the management as a reflection of how young people see their needs.

The comments, organized by school, follow:

Aberdeen Composite School
Question 9 - How can we make your Mobile Library a better place?

- By returning books on time.
- Use it more often.
- Put more books on the shelves.
- I like it as it is. It is good enough.
- Make it bigger.
- More selections.
- Get a bigger truck with more books.
- Put in an automated card catalogue.
- When the mobile comes, have different times for different classes in school because it gets too crowded.
- Make it bigger and have one in every school.
- have a whole bunch of comedy books, e.g. Garfield, Heathcliff, Calvin & Hobbes.
- Put in a card catalogue. It is too crowded.
- New, updated books.
- Get new tapes for the video and audio department.
- Post a request sheet on which books can be requested.
- Easier and quicker access to the books you need.
- Get the farming books.
- More books meant for boys.
- More selection, however that may be hard because the book mobile is limited in size.
- By not parking in front of the student automobiles during school hours.
- Could the mobile library come more often?
- Post arrival times, due dates, so as not to cause confusion.
- To have better resources so you could have an easier time looking for what you need.
- Resources for essay topics.
- Promote the library for more use.

Allan Composite School
Question 9 - How can we make your Branch Library a better place?

- Get more books (12).
- Return books on time.
- My library could use a lot more books.
- Ask the librarian for more books that you like to read.
- By not being there to hang around.
- Get more science fiction books.
- By taking your books back, and by not wrecking them.
- Have more real life books.
- Get up-to-date magazines.

- Make it bigger with more books for adolescents (3).
- Get movies and new videos.
- More hours; no fines.
- Don't give out overdue money bills because people just stop coming.
- Soft pop rock playing in the background.
- More records and tapes.
- Visiting famous authors.
- More information on the hearing impaired.
- Advertise (7).
- Have an outside library in summer.
- Get a better librarian.
- More reference material for research projects.
- Get some real resource books.
- Serve free treats sometimes... cookies and kool-aid in summer, hot chocolate in winter.
- Have classes in school make special trips to the library.
- Have every student become a member.

Clavet Composite School
Question 9 - How can we make your Mobile Library a better place?

- Having the kids and adults in the same area, so kids can be with their mom and dad.
- Have the book mobile stop at the school too (4).
- Have it come more often (4).
- Come at different hours so school kids can go to it (2).
- More interesting books (8).
- Have music tapes available (4).
- Put in quiet music.
- New and more interesting novels for 13 year olds (2).
- I find nothing wrong with it.

Colonsay Composite School
Question 9 - How can we make your Branch Library a better place?

- Pay for a library card and the library will be able to buy more books.
- Get some more books when the paperback van comes.
- I could give money so they could buy more books.
- Bring books back on time, and by not losing them.
- Have it open more than two times a week - Monday, Friday and lunch hours on Tuesdays.
- Get more (exciting) books (4).
- Possibly being open on Saturdays for more convenient times.
- Get more selections of sports books.
- By getting more members and a bigger building.
- Have magazines for teens (4), e.g. YM, Teen, Seventeen.
- Leave it the way it is.
- Get different books every month.

- By bringing more horror stories, action adventure books.
- More books for teens; entertainment books.
- More information and recreational videos.

Hanley Composite School

Question 9 - How can we make your Branch Library a better place?

- Put more books in the library (7).
- Put more Sweet Valley Kids books in the library.
- More encyclopedias, films and files of all kinds (2).
- More books and movie rentals (2).
- More Ceader River Daydreams in it.
- Have it open all during the week and longer hours (7).
- By getting more R.L. Stine (2).
- Get more factual books on specific things (5).
- Get more information on big topics and not so much reading materials.
- Let people know more about the books.
- Put in a computer (3).
- Get more magazines.

6.6 Similarly, the students freely gave their ideas on question 10: "Do you have any suggestions that would make your School Library a better place?" Here there were more individualized responses than in the previous question.

These ideas also merit thoughtful consideration by both the school principals and their teacher-librarians.

Aberdeen Composite School

Question 10 - Do you have any suggestions that would make your School Library a better place?

- More new books; most books are outdated.
- Put more young adult books in like Fear Street.
- Video cameras to see if anyone is stealing a book.
- Buy comic books; add Mad magazine.
- Should be open on day 5's and all days.
- A computerized card catalogue.
- Make it easier to find a specific book.
- More records and tapes and filmstrips.
- More hockey books; current events.
- To be able to wear hats.
- Not have such strict rules.
- A different librarian.
- Should get a sofa.
- More Sweet Valley High books.
- Better selection of magazines; more variety.
- I would like to see more psychology books.
- Have easier access to the library plus the city libraries.
- Get books on a wider variety of subjects (for projects and personal reading).
- A little more freedom in talking and discussing topics with friends.
- More current information for research projects.
- If they had more than one copy of newspapers so that everyone isn't fighting for the one.
- Add more new books for older age groups.

Allan Composite School

Question 10 - Do you have any suggestions that would make your School Library a better place?

- If there was a smoking area, I'd go more.
- More up-to-date information (7).
- More pleasure reading books - fiction (3).
- Get a new librarian (7).
- Open more regularly - at all hours of the day, especially school hours.
- Have Rock 'n Roll books and music.
- Get a new name for the hamster.
- More magazines (8).
- Another CD ROM and computer (2). Get microfiche too.
- Better displays.

- New rules (gum chewing allowed).
- Get cassette books.
- More Stephen King books.
- Not so much visiting.
- Make it a more comfortable place to be.
- More recent fiction books.
- Return books on time.
- More and better encyclopedias (4).
- Put books in that our age of student will read.
- Have more book fairs.
- More books about countries.

Clavet Composite School

Question 10 - Do you have any suggestions that would make your School Library a better place?

- Get more newer books (35).
- More informational books needed for reports (22)
- Better selection of magazines (2)
- Larger selection of fiction for all ages (6).
- Add more paperbacks (6).
- New carpet (4).
- Track lighting; strobe lighting.
- More mysteries and horror thrillers.
- Get movies and video tapes.
- Better quiet space for personal reading (4).
- It's a great place the way it is now!
- Find a way to add more adult type reading materials for the older (16+) students (3).
- Add soft music.
- Add humour books - comics, jokes, riddles.
- Get a new librarian.
- Another computer that works most of the time.
- Have the book mobile stop at the school too (3).
- More work spaces.
- Make it more organized.

Colonsay Composite School

Question 10 - Do you have any suggestions that would make your School Library a better place?

- More older fiction - I mean for older readers but mainly more non-fiction resources, books, etc. for projects.
- More entertainment books; sports, car magazines.
- Get more recent materials (9).
- Better selection (6).
- By having the kids help choose the books.
- By bringing the books back on time.

Hanley Composite School

Question 10 - Do you have any suggestions that would make your School Library a better place?

- Get more magazines (2).
- New books which are updated. They are more interesting because they are written in our times and pertain to us.
- More recent research books - more details on higher level research topics (5).
- New books (3).
- A catalogue on computer - easier to find material (6).
- Make it a more comfortable environment to work and talk in.
- Have more books to read for pleasure, and for research.
- More chairs.
- More information on politics and countries because we are always asked to do reports, and there is never enough information.
- Make it so during any class you can attend the library.
- More interesting adventure novels.
- Have sections for different grade levels.
- Get more R.L. Stine, Christopher Pike and A. Bates books (2).
- Get more comics.
- Have a display on Newbury Award winners.
- Better labels on shelves.
- More mysteries that eleven or twelve year olds could read.

Recommendations:

22. That the Director of Education and Principal be invited to discuss *these suggestions for ways to make the School Library a better place*, and to prioritize them according to system directions for programs and funding.

23. That feedback be provided to the students and/or Student Council respecting their ideas, inviting them to offer suggestions on how some of these needs can be addressed jointly with the Administration.

24. That the suggestions for both Branch and School Library improvement be addressed jointly by WRL and SE personnel to see if collaborative action can be taken to fill these needs.

7. *Other Sources Accessed for Student Information*

The following table indicates student response to question 11: *"Where, other than the Branch Library/Book Mobile or School Library, do you most often get materials for your projects?"*

	Aberdeen	Allan	Clavet	Colonsay	Hanley
Home/Personal Collection	21	18	38	13	17
S.P.L.	17	9	17	7	6
Friends	4	3	9	6	2
Agencies, incl. Govt. Depts.	2	4	3	1	3
U of S	4	-	9	-	8
Newspapers/Magazines	-	7	4	2	3
Television, Video	-	2	3	2	2
SIAST	-	-	2	-	-
School Computer & CD	-	-	-	6	4
No Answer	15/49 10%	8/40 20%	22/79 28%	9/23 39%	9/34 26%

These responses showed a wide variation of sources in the community that are available to students. The need for collaboration among these agencies, and planning by teachers to use and access these resources is imperative.

Recommendations:

25. That teachers of grade 11 and 12 classes be encouraged to schedule field trips to the University of Saskatchewan in November to have the Reference Services Unit provide a systematic orientation to the library; and that planning for these visits should be done in advance by contacting the Head of Reference Services at the U of S.

26. That, where schools have computer labs and modems, at least one teacher take responsibility for teaching the students how to use *Infoaccess* from the University of Saskatchewan, subsequent to the tour of the facilities.

8. *Additional Comments*

Aberdeen Composite School

Question 12 - Do you have any additional comments you would like to share?

- I feel that Wheatland should seriously take a look at their books. Some people I know have been charged with overdues that have been false.
- You lose interest in libraries after a while (age 16).
- I like the book mobiles. They provide quite good reading material for us in rural areas.
- I think the book mobile is a good idea, but it needs to have newer books.
- When does it come? I can't tell because there is no notice.
- Get a machine to make signing out books faster. If you get behind someone who is signing out 50 books, you have to wait a long time.
- I think every town should get a permanent branch library so everyone can read... not just students.

Allan Composite School

Question 12 - Do you have any additional comments you would like to share?

- Yes, sorry I was surveyed because I hardly ever read and never go to the library so I am not much use to your survey (age 18).
- Not really. I just don't read much, but the school library has good magazine selections (age 17).
- The rules are stupid. Why do teachers assign topics if the books are not in the library? If you have a school project, you usually don't find the right books here (age 17).
- This was fun and very helpful for me (age 16).
- I'm not much help because I don't go to either library much. When I read I get books from the city because no books around here appeal to me (age 15).

Clavet Composite School

Question 12 - Do you have any additional comments you would like to share?

- I hope somebody will listen to what we say. Most adults are too busy to pay attention to us.
- Please stop at our school (4).
- I like to go to the library and just rewarding even if I don't sign anything out.
- I like going to the Wheatland.
- I feel that limiting books to the people is degrading. You are discriminating against the people in the country. You are limiting our education. And from that I get the impression that the city people's education is more important. Personally, I feel that people should open their eyes and see that, if people weren't limited to what they could or could not take out, and didn't have any restriction on them, then more people would use the library. Also, I feel that the book mobile should be made more accessible. It should stop at the school too. I have nothing against the library, just some of its policies and regulations against people who live in the country.

Colonsay Composite School

Question 12 - Do you have any additional comments you would like to share?

- I think that our school libraries should be geared more towards new non-fiction resources for projects, reports, etc., rather than recreational reading. The Wheatland should be geared towards recreational reading because of the time it takes to order in books. I prefer the Saskatoon Public Library System.
- The Wheatland Library is good for this community. It is open in the summer time, when I usually take out books, whereas the school library is not.
- I feel that the library is a good place to broaden your reading ability.
- The library is good, but I am just too lazy to go down there and get a book and read it.
- I think the libraries are all very good. If you could order books from the school library, it would be more convenient.
- The Wheatland Regional Library could have more current material.
- I like the Branch Library the way it is now.

Hanley Composite School

Question 12 - Do you have any additional comments you would like to share?

- I like how they have a modern way of looking up books.
- I live in Dundurn, therefore it makes it hard for me to go to Hanley Library whenever I feel like it. If there was one in Dundurn, I would probably go more often.
- I don't go to Wheatland Library because I don't think it has more information than the school library.
- I utilize the school library quite regularly, but never use the town library.

Summary

The responses directly from students provide a glimpse of their perceptions and expectations of library services in the school and in the Branch or Mobile Libraries provided through Wheatland Regional Library.

From this information, a series of recommendations has been presented to involved WRL staff, school system administrators, Principals, Teacher-Librarians, and teachers. Using these guides, new links can be forged between the two services - school and regional - to make it possible to develop both the skills and the attitudes of life-long learners.

Summary of the Recommendations

1. That the teachers be approached to discuss the kinds of research projects that are being given which would merit the use of resources outside both the home and school.

2. That the school staff be encouraged to provide opportunities for all students to become WRL members.

3. That arrangements be made for all students to go the Branch or Mobile Library in an organized manner, during school hours, to search for materials for their research projects (especially in the senior years).

4. That teachers of students aged 10 to 15 years be encouraged to find ways to introduce their students to the Branch or Mobile Library systematically in the fall term on an annual basis, and that opportunity be presented for non-members to join the WRL.

5. That a WRL representative - Central Branch and/or Local Branch - attend a school meeting to answer student and teacher questions about obligations for membership and the privileges attached to same.

6. That the Director of Education and Principal give consideration to evaluating the perceived reluctance to reading and use of libraries by the senior students to determine if skills in reading may be a root cause, or if there are other critical factors.

7. That the Director of Education and Principal give consideration to initiating a project with the Literacy Coordinator from Prairie West Community College to gain access to PALS (Principles of the Alphabet Literacy System) from IBM, available from the Warman office, for use with students with learning deficits, or with a similar program of equal quality and flexibility.

8. That WRL staff address the issue of providing member registration information to all schools in the Division every fall.

9. That programs such as Read Canada, Sask. Literacy Network and the school's remedial programs be used to encourage both children and adults to become life-long readers.

10. That, when collections are developed for these Branch and Mobile Libraries, attention needs to be given to a discrete balance between personal general reading and school assignments.

11. That, when teachers are willing and able to provide project or assignment outlines in advance, or when they are willing to meet with the Branch Librarian to plan the projects cooperatively, every effort should be made to provide thematic display collections to support the preplanning process.

12. That, where there is both a School Librarian and a Branch Librarian in the same community, efforts be made to develop close working liaisons in the exchange of information about forthcoming programs, sharing of assignment and planned project notes, and putting in place a system for handling Special Book Title Requests from the school to the Branch Library.

13. That School Library and Branch Library staff review the student *identified topics where they couldn't find material*, to prioritize them within the scope of their collection development plan.

14. That the school and branch librarians consider these lists to develop displays, exhibits, bibliographies or other promotional materials on these topics during the year as resources are acquired, and in response to student's identified topics of interest.

15. That the Specific Book Request service needs to be promoted to both students and teachers in all the schools.

16. That the teachers have an opportunity to experience success using the microfiche at the Branch Library, and from it to submit specific book titles.

17. That students doing research be encouraged to use the microfiche catalogue to request specific titles on a more frequent basis.

18. That all clients be made aware of the lead time needed to obtain materials on inter-branch-library loan.

19. That teachers be encouraged to provide unit outlines to both the School and Branch Librarians six (6) weeks in advance of giving the assignments to the students.

20. That teachers be encouraged to subdivide the assignment into topics appropriate to the student ability level so that a wider range of resources might be accessible.

21. That teachers be made aware of books with cassettes for most age groups.

22. That the Director of Education and Principal be invited to discuss *these suggestions for ways to make the School Library a better place*, and to prioritize them according to system directions for programs and funding.

23. That feedback be provided to the students and/or Student Council respecting their ideas, inviting them to offer suggestions on how some of these needs can be addressed jointly with the Administration.

24. That the suggestions for both Branch and School Library improvement be addressed jointly by WRL and SE personnel to see if collaborative action can be taken to fill these needs.

25. That teachers of grade 11 and 12 classes be encouraged to schedule field trips to the University of Saskatchewan in November to have the Reference Services Unit provide a systematic orientation to the library; and that planning for these visits should be done in advance by contacting the Head of Reference Services at the University of Saskatchewan.

26. That, where schools have computer labs and modems, at least one teacher take responsibility for teaching the students how to use *Infoaccess* from the University of Saskatchewan, subsequent to the tour of the facilities.

Appendices Providing Data Analysis Charts

WHEATLAND REGIONAL LIBRARY

- SHOWING MEMBER MUNICIPALITIES, TOWNS AND VILLAGES

* -WRL Branch or Book Bus Stop

/// - Non-participating municipality

BEST COPY AVAILABLE

Aberdeen Composite School

Question No.			1	2	3	4.1		4.2		4.3		4.4
No	Age	Grade	Card	Card	Often	Materials		Personal		Friends		Other
			YES	NO		YES	NO	YES	NO	YES	NO	
1	9	4	-	No	-	-	-	-	-	-	-	-
2	10	4	Yes	-	1	Yes	-	Yes	-	-	No	-
3	10	4	Yes	-	2	-	-	Yes	-	-	-	-
4	10	4	-	No	-	-	No	-	No	-	No	-
5	10	4	-	No	-	-	No	-	No	-	No	-
6	10	5	Yes	-	3	Yes	-	Yes	-	-	-	-
7	10	5	Yes	-	1	-	No	Yes	-	-	No	-
8	10	5	Yes	-	2	Yes	-	Yes	-	-	No	-
9	10	5	Yes	-	1	Yes	-	Yes	-	-	No	-
10	11	6	Yes	-	1	Yes	-	-	No	-	No	-
11	11	6	-	No	-	Yes	-	Yes	-	-	No	-
12	11	6	-	No	1	-	-	Yes	-	-	-	*
13	11	5	-	No	1	-	No	Yes	-	-	No	*
14	12	6	Yes	-	1	-	-	Yes	-	-	-	-
15	12	7	Yes	-	1	Yes	-	Yes	-	-	-	-
16	12	7	Yes	-	1	-	-	-	-	-	-	-
17	12	7	Yes	-	1	Yes	-	Yes	-	Yes	-	-
18	12	7	Yes	-	1	Yes	-	Yes	-	Yes	-	*
19	12	6	-	No	-	Yes	-	Yes	-	Yes	-	-
20	13	7	Yes	-	1	-	No	Yes	-	Yes	-	*
21	13	8	Yes	-	1	-	No	Yes	-	-	No	-
22	13	8	-	No	1	Yes	-	-	No	Yes	-	-
23	14	9	Yes	-	1	Yes	-	Yes	-	-	-	*
24	14	9	Yes	-	0	Yes	-	-	No	-	No	-
25	14	8	-	No	1	-	No	Yes	-	-	No	*
26	14	8	-	No	1	Yes	-	Yes	-	-	No	*
27	15	10	Yes	-	0	Yes	-	-	No	-	No	-
28	15	10	Yes	-	0	Yes	-	-	No	-	No	-
29	15	8	Yes	-	*	Yes	-	Yes	-	-	No	*
30	15	9	-	No	0	Yes	-	-	No	Yes	-	*
31	15	9	-	No	*10	Yes	-	Yes	-	-	No	-
32	15	10	-	No	0	Yes	-	Yes	-	-	No	-
33	16	10	Yes	-	1	Yes	-	-	-	-	-	-
34	16	10	Yes	-	-	Yes	-	Yes	-	-	No	-
35	16	11	Yes	-	*	Yes	-	-	No	Yes	-	-
36	16	11	Yes	-	2	Yes	-	Yes	-	-	No	-
37	16	10	-	No	0	Yes	-	-	No	-	No	-
38	16	10	-	No	0	Yes	-	Yes	-	-	No	-
39	16	11	-	No	-	Yes	-	-	No	Yes	-	-

.... continued

Aberdeen Composite School (continued)

Question No.			1	2	3	4.1		4.2		4.3		4.4
No	Age	Grade	Card	Card	Often	Materials		Personal		Friends		Other
			YES	NO		YES	NO	YES	NO	YES	NO	
40	17	9	Yes	-	1	-	No	Yes	-	-	No	-
41	17	11	Yes	-	0	Yes	-	Yes	-	-	No	-
42	17	11	Yes	-	*	Yes	-	Yes	-	-	No	-
43	17	12	Yes	-	10	Yes	-	-	No	Yes	-	-
44	17	11	-	No	1	Yes	-	Yes	-	-	No	-
45	17	12	-	No	0	Yes	-	Yes	-	-	No	*
46	18	12	-	No	0	Yes	-	-	No	Yes	-	*
47	18	12	-	No	0	Yes	-	Yes	-	Yes	-	-
48	18	12	-	No	0	Yes	-	-	No	-	No	-
49	18	12	-	No	0	Yes	-	Yes	-	-	No	-
Totals			27	22		36	8	32	14	11	29	
No Answers			na 0			na 5		na 3		na 9		
Percentages			55%	45%		74%	16%	65%	29%	22%	59%	
Percent na			0%			10%		6%		18%		

Allan Composite School

Question No.			1	2	3	4.1		4.2		4.3		4.4
No	Age	Grade	Card	Card	Often	Materials		Personal		Friends		Other
			YES	NO		YES	NO	YES	NO	YES	NO	
1	9	4	+		7	Yes	-	Yes	-	-	-	-
2	9	4	Yes		2	Yes	-	Yes	-	-	No	-
3	9	4	-		-	-	No	-	No	-	No	-
4	10	4	Yes		6	Yes	-	Yes	-	-	No	-
5	10	4	Yes		2	Yes	-	Yes	-	-	No	-
6	10	5	Yes		5	Yes	-	Yes	-	-	No	-
7	10	5	Yes		-	Yes	-	-	No	-	No	-
8	10	5	Yes		6	Yes	-	Yes	-	-	No	-
9	11	5	Yes		1	-	No	Yes	-	-	No	-
10	11	6	Yes		2	-	No	Yes	-	Yes	-	-
11	11	6	-		2	-	No	Yes	-	-	No	-
12	12	6	Yes		1	-	No	Yes	-	-	No	-
13	12	6	Yes		4	Yes	-	Yes	-	-	No	-
14	12	6	Yes		8	-	No	Yes	-	-	No	-
15	12	7	Yes		4	Yes	-	Yes	-	-	No	-
16	13	7	Yes		0	-	-	Yes	-	-	-	-
17	13	7	Yes		2	Yes	-	-	No	-	No	-
18	13	7	Yes		3	Yes	-	Yes	-	-	-	-
19	13	8	-		2	Yes	-	Yes	-	-	No	-
20	14	8	Yes		-	-	-	Yes	-	-	-	-
21	14	8	-		0	-	No	-	No	-	No	-
22	14	8	-		-	Yes	-	Yes	-	-	-	-
23	14	8	-		-	Yes	-	-	No	-	No	-
24	14	9	Yes		1	-	No	Yes	-	-	-	-*
25	15	9	Yes		2	Yes	-	Yes	-	-	No	-
26	15	9	-		0	Yes	-	-	-	-	-	-
27	15	10	-		0	Yes	-	-	No	-	No	-
28	16	10	Yes		5	Yes	-	Yes	-	-	No	-
29	16	10	Yes		-	Yes	-	Yes	-	-	-	-
30	16	10	Yes		1	Yes	-	Yes	-	-	-	-
31	16	10	-		-	Yes	-	-	No	-	No	-
32	16	11	Yes		1	Yes	-	-	No	-	No	-
33	16	11	Yes		-	Yes	-	Yes	-	-	No	-
34	17	11	-		1	Yes	-	-	No	-	No	-
35	17	12	Yes		1	Yes	-	Yes	-	-	No	-
36	17	12	-		0	-	No	-	No	-	No	-
37	17	12	-		0	Yes	-	-	No	-	No	-
38	18	11	-		2	Yes	-	Yes	-	-	No	-
39	18	12	Yes		4	Yes	-	Yes	-	-	No	-
40	18	12	-		0	-	-	-	-	-	-	-*
Totals			26	14		29	9	28	11	1	29	
No Answers			na 0			na 2		na 1		na 10		
Percentages			65%	35%		73%	22%	70%	28%	2%	73%	
Percent na			0%			5%		2%		25%		

Clavet Composite School

Question No.			1	2	3	4.1		4.2		4.3		4.4
No	Age	Grade	Card	Card	Often	Materials		Personal		Friends		Other
			YES	NO		YES	NO	YES	NO	YES	NO	
1	9	4	Yes	-	2	Yes	-	Yes	-	-	-	-
2	9	4	Yes	-	2	-	No	Yes	-	-	No	-
3	9	4	Yes	-	1	Yes	-	Yes	-	Yes	-	-
4	9	4	Yes	-	0	-	No	-	No	-	No	-
5	9	4	Yes	-	1	Yes	-	Yes	-	Yes	-	-
6	9	4	-	No	0	-	-	-	-	-	-	-
7	9	4	-	No	0	-	-	-	-	-	-	-
8	10	4	-	No	0	-	-	-	-	-	-	-
9	10	4	Yes	-	4	Yes	-	Yes	-	Yes	-	-
10	10	5	Yes	-	-	Yes	-	-	No	-	No	-
11	10	5	Yes	-	1	-	No	Yes	-	-	No	-
12	10	5	-	No	-	-	-	-	-	-	-	-
13	10	5	-	No	-	-	-	-	-	-	-	-
14	11	5	-	No	-	-	-	-	-	-	-	-
15	11	5	-	No	-	-	-	-	-	-	-	-
16	11	5	-	No	-	-	-	-	-	-	-	-
17	11	5	-	No	-	-	-	-	-	-	-	-
18	11	6	Yes	-	3	-	-	-	-	-	-	-
19	11	6	Yes	-	1	Yes	-	Yes	-	-	No	-
20	11	6	Yes	-	1	Yes	-	-	No	-	No	-
21	11	6	Yes	-	3	Yes	-	-	No	-	No	-
22	11	6	Yes	-	2	Yes	-	Yes	-	-	No	-
23	11	6	-	No	1	Yes	-	Yes	-	-	-	-
24	12	6	Yes	-	2	Yes	-	Yes	-	-	No	-
25	12	6	Yes	-	1	Yes	-	Yes	-	-	No	-
26	12	6	Yes	-	2	Yes	-	Yes	-	Yes	-	-
27	12	6	-	No	-	-	-	-	-	-	-	-
28	12	6	-	No	-	-	-	-	-	-	-	-
29	12	7	Yes	-	2	Yes	-	Yes	-	-	No	-
30	12	7	Yes	-	1	-	-	Yes	-	-	-	-
31	12	7	Yes	-	1	Yes	-	Yes	-	-	No	-
32	12	7	-	No	-	-	-	-	-	-	-	-
33	12	7	-	No	-	-	-	-	-	-	-	-
34	12	7	-	No	-	-	-	-	-	-	-	-
35	12	7	-	No	-	-	-	-	-	-	-	-
36	12	7	-	No	-	-	-	-	-	-	-	-
37	12	7	-	No	-	-	-	-	-	-	-	-
38	13	7	Yes	-	0	Yes	-	Yes	-	-	No	-
39	13	7	Yes	-	1	Yes	-	-	No	-	No	-
40	13	7	-	No	-	-	-	-	-	-	-	-
41	13	8	Yes	-	1	-	No	Yes	-	-	No	-
42	13	8	Yes	-	2	Yes	-	Yes	-	-	No	-
43	13	8	Yes	-	-	Yes	-	Yes	-	-	No	-

... continued

Clavet Composite School (continued)

Question No.			1	2	3	4.1		4.2		4.3		4.4
No	Age	Grade	Card	Card	Often	Materials		Personal		Friends		Other
			YES	NO		YES	NO	YES	NO	YES	NO	
44	13	8	-	No	-	-	-	-	-	-	-	-
45	13	8	-	No	-	-	-	-	-	-	-	-
46	13	8	-	No	-	-	-	-	-	-	-	-
47	14	8	Yes	-	2	-	No	Yes	-	-	No	-
48	14	8	Yes	-	2	Yes	-	Yes	-	-	No	-
49	14	8	Yes	-	1	Yes	-	Yes	-	-	No	-
50	14	8	-	No	-	-	-	-	-	-	-	-
51	14	8	-	No	-	-	-	-	-	-	-	-
52	14	8	-	No	-	-	-	-	-	-	-	-
53	14	9	Yes	-	2	Yes	-	Yes	-	-	-	-
54	14	9	Yes	-	*	Yes	-	Yes	-	-	No	-
55	14	9	-	No	-	-	-	-	-	-	-	-
56	15	9	-	No	-	-	-	-	-	-	-	-
57	15	9	-	No	-	-	-	-	-	-	-	-
58	15	10	Yes	-	1	Yes	-	-	No	-	No	-
59	15	10	-	No	-	-	-	-	-	-	-	-
60	16	9	-	No	-	-	-	-	-	-	-	-
61	16	10	Yes	-	3	Yes	-	Yes	-	-	-	-
62	16	10	-	No	-	-	-	-	-	-	-	-
63	16	10	-	No	-	-	-	-	-	-	-	-
64	16	11	Yes	-	-	-	-	-	-	-	-	-
65	16	11	-	No	-	-	-	-	-	-	-	-
66	16	11	-	No	-	-	-	-	-	-	-	-
67	17	10	Yes	-	1	Yes	-	Yes	-	-	No	-
68	17	11	Yes	-	1	Yes	-	-	No	-	No	-
69	17	11	Yes	-	1	Yes	-	Yes	-	-	No	-
70	17	11	Yes	-	1	Yes	-	Yes	-	-	No	-
71	17	11	-	No	*	-	-	-	-	-	-	-
72	17	11	-	No	-	-	-	-	-	-	-	-
73	17	11	-	No	-	-	-	-	-	-	-	-
74	17	12	Yes	-	1	Yes	-	-	No	-	No	-
75	17	12	-	No	-	-	-	-	-	-	-	-
76	17	12	-	No	-	-	-	-	-	-	-	-
77	17	12	-	No	-	-	-	-	-	-	-	-
78	17	12	-	No	-	-	-	-	-	-	-	-
79	18	12	Yes	-	2	Yes	-	-	-	-	-	-
Totals			38	41		31	5	28	8	4	20	
No Answers			na 0			na 2		na 2		na 14		
Percentages			48%	52%		*82%	13%	74%	21%	11%	54%	
Percent na			0%			5%		5%		35%		

* Percentages are tabulated on the basis of 38 respondents who indicated that they actually had borrower's cards for Wheatland.

Colonsay Composite School

Question No.			1	2	3	4.1		4.2		4.3		4.4
No	Age	Grade	Card	Card	Often	Materials		Personal		Friends		Other
			YES	NO		YES	NO	YES	NO	YES	NO	
1	10	4	Yes	-	6	Yes	-	Yes	-	-	No	-
2	10	4	Yes	-	12	Yes	-	Yes	-	-	No	-
3	10	4	Yes	-	-	-	-	Yes	-	-	-	-
4	10	4	Yes	-	1	Yes	-	Yes	-	-	-	-
5	10	5	Yes	-	2	-	No	Yes	-	-	No	-
6	11	5	Yes	-	8	-	-	Yes	-	-	-	-
7	11	5	Yes	-	1	Yes	-	Yes	-	Yes	-	-
8	11	6	Yes	-	3	Yes	-	Yes	-	-	No	-
9	12	6	Yes	-	4	Yes	-	Yes	-	-	No	-
10	12	6	-	No	0	-	No	Yes	-	-	No	-
11	12	7	Yes	-	2	-	No	Yes	-	Yes	-	-
12	13	7	Yes	-	0	-	No	Yes	-	-	No	-
13	13	8	Yes	-	1	Yes	-	Yes	-	-	No	-
14	14	7	Yes	-	1	-	No	Yes	-	-	No	-
15	14	8	Yes	-	0	-	No	-	No	-	No	-
16	14	9	Yes	-	1	-	No	Yes	-	-	No	-
17	15	9	Yes	-	0	Yes	-	-	-	-	-	-
18	15	10	Yes	-	-	-	No	Yes	-	-	No	-
19	15	10	Yes	-	0	-	No	-	No	-	No	-
20	16	10	Yes	-	0	Yes	-	-	-	-	-	-
21	18	12	-	No	0	-	No	-	No	-	No	-
22	18	12	-	No	-	-	No	Yes	-	-	-	-
23	18	12	Yes	-	5	-	No	Yes	-	-	No	-
Totals			20	3		9	12	19	3	2	15	
No Answers			na 0			na 2		na 1		na 6		
Percentages			87%	13%		39%	52%	82%	13%	9%	65%	
Percent na			0%			9%		5%		26%		

Hanley Composite School

Question No.			1	2	3	4.1		4.2		4.3		4.4
No	Age	Grade	Card	Card	Often	Materials		Personal		Friends		Other
			YES	NO		YES	NO	YES	NO	YES	NO	
1	9		Yes	-	2	Yes	-	Yes	-	Yes	-	-
2	10		Yes	-	2	-	No	Yes	-	-	No	-
3	10		Yes	-	1	-	No	Yes	-	-	No	-
4	10		Yes	-	4	-	No	Yes	-	-	No	-
5	10		Yes	-	1	Yes	-	Yes	-	-	-	-
6	10		Yes	-	1	Yes	-	Yes	-	-	No	-
7	11		Yes	-	1	-	No	Yes	-	-	No	-
8	11		Yes	-	1	-	No	Yes	-	-	No	-
9	11		Yes	-	0	-	-	Yes	-	-	-	-
10	11		-	No	0	Yes	-	-	-	-	-	-
11	12		Yes	-	0	-	-	Yes	-	-	-	-
12	12		Yes	-	1	Yes	-	-	No	Yes	-	-
13	12		-	No	4	Yes	-	-	No	-	No	-
14	12		-	No	2-3	-	-	Yes	-	-	-	-
15	13		Yes	-	0	-	No	-	No	-	No	-
16	13		-	No	-	Yes	-	Yes	-	-	No	-
17	14		Yes	-	0	Yes	-	-	No	-	No	-
18	14		Yes	-	1-2	Yes	-	-	No	-	No	-
19	14		-	No	1	Yes	-	-	No	-	No	-
20	15		Yes	-	1	Yes	-	-	No	-	No	-
21	15		Yes	-	0	Yes	-	-	No	-	No	-
22	15		-	No	0	-	No	-	No	-	No	-
23	15		-	No	0	Yes	-	-	No	-	No	-
24	15		-	No	0	-	No	-	No	-	No	-
25	15		-	No	1	Yes	-	Yes	-	Yes	-	-
26	16		-	No	1	Yes	-	-	No	-	No	-
27	16		-	No	0	-	No	Yes	-	-	-	-
28	16		-	No	0	Yes	-	-	No	-	No	-
29	17		Yes	-	0	Yes	-	-	No	-	No	-
30	17		Yes	-	0	Yes	-	-	No	-	No	-
31	17		-	No	0	Yes	-	-	No	Yes	No	-
32	17		-	No	1	-	No	Yes	-	-	-	-
33	17		-	No	0	Yes	-	-	No	-	No	-
34	18		-	No	0	Yes	-	Yes	-	-	-	-
Totals			18	16		21	10	16	17	4	25	
No Answers			na 0			na 3		na 1		na 5		
Percentages			53%	47%		68%	32%	48%	52%	14%	86%	

Acknowledgments

Sincere appreciation is conveyed to the following people who made this survey possible:

- Mr. Ernest Dawson, Director, Saskatoon East School Division #41
- Mr. Elroy Tank, Assistant Director, Saskatoon East School Division #41
- Dr. Garry Andrews, Director, Saskatoon West School Division #42
- Mr. Bill Macfarlane, Assistant Director, Saskatoon West School Division #42
- Mr. Joe Zolkavich, Director, Saskatchewan Valley School Division #49
- Mrs. Dalene Yelland, Program Consultant - Libraries, Saskatchewan Valley School District #49
- Mr. Bruce Cameron, Director, Wheatland Regional Library
- Mrs. Sandra Rowan, Branch Co-ordinator, Wheatland Regional Library
- Mrs. Roberta Rogers, Secretary, Wheatland Regional Library
- The Principals, Teachers, Teacher-Librarians, and Students in School Divisions #41, #42, and #49
- The Branch Librarians serving the schools within School Divisions #41, #42, and #49